The Parish of Saint Peter's, London Docks
with Saint John of Wapping

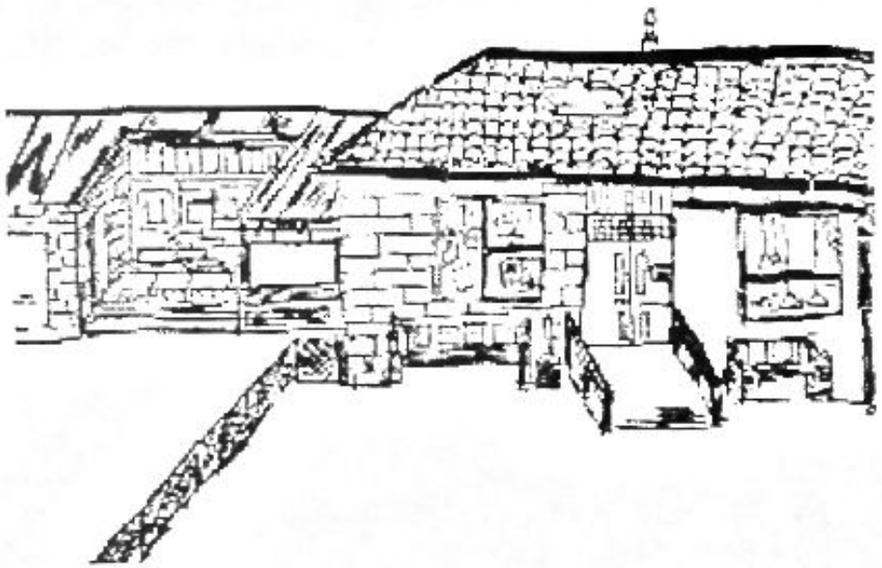
Saint Peter's School
London Docks

PROSPECTUS
1994/5

By the beginning of the 19th century Wapping had become an overcrowded dock area and the people were desparately poor. For nearly 200 years previously the Church had provided education for the children from the parish at Saint John's Charity School in Scandrett Street. There were no State subsidies for education in those days, and numbers were strictly limited by the money available from Charities set up by the more wealthy and philanthropic parishioners.

When the London Docks were opened early in the century they initially brought prosperity and work, but within a few years the population had increased so dramatically that poverty soon followed. This increase meant that S. John's School was soon unable to cope with the demand for free education. Many children were left completely uneducated. This was one of the reasons why the area became so notorious for its deprivation - the only course left for most of the people to exist was a life of crime

In 1856 Father Charles Fuge Lowder came to Wapping to set up a Christian Mission and thereby tackle the terrible problems of the area.



One of the first priorities was education, and even before S. Peter's Church was built in 1866 he had set up schools. When he had arrived there were only 170 school places for a population of 60,000. His dedicated staff of priests and nuns doubled that number immediately and by 1860 the Mission was offering education to nearly 1,000 children and adults. Most of the classes were in private houses with up to 80 in a class, but by 1870 there were purpose-built infant, junior and secondary schools together with a working men's institute offering evening adult education.

Education continued, provided by the Church for the children of the parish without any financial aid from the State until 1929. By then the cost of providing teachers and buildings up to statutory standards had risen astronomically. In 1931 the schools became "Voluntary Aided", that is subsidised by the Department for Education but still under the control of the Church through a duly constituted Board of Governors. Thus the original aims of the foundation "to provide Christian education for the children of S. Peter's Parish" were safeguarded.

During the war most of the children of Wapping were evacuated. Many did not return, and by 1953 it was not possible to continue the work of the secondary school. The primary school children all moved into the secondary buildings in Reardon Street. In 1967 the London Diocesan Board of Education put in hand plans for rebuilding the school on an old gasworks site at the bottom of Garnet Street. Money had been made available from the sale of the old Agatha Street junior school, and the sale of the S. John of Wapping Charity School site. In 1970 the infants department moved into the first phase of the complete rebuild. But the split-site principle was soon found to be unsatisfactory, so when in 1980 a fire broke out in the new buildings, the children all moved back to Reardon Street. Plans for a complete new school, salvaging what could be useful from the infants department were again put in hand, and the children moved into the new buildings in March 1985, releasing the Reardon Street site for complete refurbishment as S. Peter's Community Education and Arts Centre.

The Garnet Street building was officially opened by Her Majesty the Queen Mother the following year and incorporates modern educational principles. This latest chapter in the history of Saint Peter's School opens up exciting prospects for the education of our children.

Saint Peter's School is part of the work of the Parish, part of the work of the Christian Church in Wapping. The school adheres to the principles on which it was originally founded as put forward in the policy for admissions. However, we do welcome and encourage children of all races and religious creeds, duly respecting the sensibilities of such individuals.

We provide education for all children from the parish who wish to grow up in a Christian atmosphere.

School Mission Statement

As a Church School we seek to provide education in a Christian context for the children of the parish of Saint Peter's, London Docks. Education is seen as being concerned with excellence in learning and for the spiritual and social growth of children, developing the individual potential of each child to the fullest.

General aims:

1. To help children to develop enquiring minds with the ability to question and express themselves logically and articulately.

2. To help children use English, mathematics and science effectively.

3. To help children acquire an appreciation of aesthetic values and capacity for enjoyment.

4. To develop physical skills.

5. To help children gain a respect for religious and moral values, and a tolerance for other races, religions and ways of life.

6. To maintain the values of good primary practice incorporating the standards laid down in the National Curriculum.

7. To help children gain a greater understanding of the world in which they live, and an appreciation for their immediate surroundings and the community to which they belong.

8. To nurture skills which will enable children to gain independence and a sense of responsibility for the community in which they live.

School Organisation:

Saint Peter's School sets out to serve the needs of the people of Wapping and sees itself as a Community School.

The School is a Voluntary Aided Church of England Mixed Primary School. It also has a Nursery Department and so caters for children from 3+ to 11+ years old. There are approximately 220 - 240 children on roll. Children are placed in year groups according to National Curriculum levels.

Headteacher:	Mrs Ann Dodd*
Deputy head:	Miss D. Eden*
Senior teacher:	Mrs L. Thomas* (nursery)
	(denotes members of senior management team)*
Class teachers:	Miss C. Tuffin*
	Mrs J. Barnet*
	Miss J. Rhodes* (Section 11)
	Mrs S. Kettler*
	Miss S. Sengupta
	Miss E. Ross
	Miss D. Bush
	Miss C. Brabon
	Miss K. Hadaway
Nursery Assistants:	Mrs M. Slade
	Mrs B. Gibson
Ancilliaries:	Mrs M. Morgan
	Mrs C. Gray
	Mrs E. Hardy
School Secretary:	Mrs K. Tydeman
Premises manager:	Mr S. Morgan
Cleaners:	Mrs F. Tetteh-Lartey
	Mrs A. Smith
Kitchen staff:	*Contracted-out under service level agreement by L.B.T.H.*
Meals supervisors:	Mrs E. Hardy *(senior supervisor)*
	Mrs L. Dunn
	Mrs M. Palmer
	Mrs M. Morgan
	Mrs B. Gibson
	Mrs L. Howard

The School's full address is:

Saint Peter's (London Docks) J.M.I. & N.C. School,
Garnet Street,
Wapping,
London E1 9QT
The telephone number is **071 488 3050**

School Hours:

The children attend for 190 days per year, the staff 195. Infants attend 5 hours per day, juniors 5.5 hours.

Nursery:	9.10 am - 3.30 pm	
Infants:	9.00 am - 12.00 pm	1.30 pm - 3.30 pm
Juniors:	9.00 am - 12.00 pm	1.00 pm - 3.30 pm

School Governors and Voluntary levy

The school is a Church of England Voluntary Aided School managed by a locally-appointed Board of Governors. This means that it is owned by the parish of S. Peter's under trust with the London Diocesan Board for Schools. The Governors, as well as their statutory duties are charged with the responsibility of maintaining and insuring the building. They are also responsible for 15% of the cost of capital works.

Each year we pay a price *per capita* into the Diocesan Maintenance Fund to keep the premises in good repair, and we ask parents to contribute towards this by a voluntary levy. **The present rate for this contribution is £6.00 per child per term. Reminders are sent out at the beginning of each term.**

Foundation Governors	
Father Derek Peel SSC	Chairman *(ex officio as parish priest)*
Mr A. Roffey	Clerk *(London Diocesan Board for Schools)*
Mrs A Bass	*(Tower Hamlets Deanery Synod)*
Mr A. Piggott	Treasurer *(Tower Hamlets Deanery Synod)*
Mr A. Tetteh-Lartey	*(S. Peter's Parochial Church Council)*
Mrs K. Griffin	*(London Diocesan Board for Schools)*
Mrs M. Gay	*(S. Peter's Parochial Church Council - Parent rep.)*
Non-foundation Governors	
Mrs A. Dodd	*(headteacher - opted as governor)*
Mrs Z. Peacock	*(Local education authority)*
Mrs M. Clark	*(Local education authority)*
Vacant	*(Parent rep.)*
Mrs L. Thomas	*(Teacher rep.)*
Secretary to the Governors	Mrs J. Hoyle

The Governors meet in general session once a term. There are sub-committees for pay policy, finance, and appointments. In the Autumn term each year there is a **Governors'/ Parents Meeting** when the Board reports on the business of the previous year, present plans for the forthcoming year and are open to parents' comments and suggestions. In this academic year it will take place on **Tuesday, 7th November, 1994 at 7.00 pm.**

Dates for terms 1993/4
The Governors have agreed the following dates: *(2 Inset days to be arranged)*

Autumn Term:	6.9.94 - 21.12.94	(Half-term 24.10.94 - 28.10.94)
Spring Term:	4.1.95 - 13.4.95	(Half-term 20.2.95 - 24.2.95)
Summer Term:	3.5.95 - 21.7.95	(Half-term 29.5.95 - 2.6.95)

Curriculum Matters

All subjects are taught in the context of the National Curriculum (N.C.). Schemes of work for each subject reflect these N.C. standards and are available for inspection from the Headteacher, Deputy Headteacher and individual post-holders. The school's policy on marking is contained in each curriculum policy, in addition to the 'Curriculum Marking Policy'.

English

Teachers try to build on the language experience and skills which the children have already acquired when they enter the school. Language ability is gained through the interaction of listening, speaking, reading writing and experience. We aim to provide all children with the facility to listen, speak, read and write English effectively. Through listening and talking, groups of children are able to explore other people's experiences and extend and modify their own. All children are given ample opportunity for discussion on a wide range of experiences both within and outside school, and through cross-curriculum activities.

There is a wide variety of reading material available in school. The basic schemes in use are "One, two, three and away", "Story Chest" and the "Oxford Reading Tree" together with a wide variety of other books, such as Picture Puffins etc. available in the library and elsewhere. ***It is important that parents become as involved as possible with their children's reading development. The school gives help to parents in this area.***

The library is well stocked and it is a quiet area in the school where children can make use of a wide variety of learning materials as well as to relax and learn to love books. As more books are taken home, parents are asked to ensure that they properly cared for and returned promptly. Parents will be required to replace books lost at home.

English is a central area of the National Curriculum and as such, the standards of that document have been incorporated into the School's Literacy Policy. A separate policy is available for handwriting.

English as a second language

The school endeavours to draw on the language and cultural background which each child brings from home. Parents are encouraged to read to the children in their own language, for a child who is articulate in her/his own language can be expected to express herself/himself more clearly is English as she/he masters the language. Most E2L work takes place in the child's own classroom. A second language is seen as an asset, not as another subject, but as part of the language development of a child in general. We encourage parents to assist throughout the school on a rota basis.

Mathematics

Children are initially introduced to mathematics by guided play and the use of materials such as sand and water, through shopping and domestic play. These provide a wide range of mathematical topics such as capacity, money and measurement and provide opportunities for discrimination, classification and quantitive description.

Throughout their time in school mathematical development needs to be rooted in relevant and practical experience. Older children should be able to see that mathematical concepts are present in all kinds of speech and writing.

A combination of schemes are used, of which Nelson Mathematics is the core in conjunction with other relevant materials. Children are taught to record their work in a variety of ways, to respond orally and to discuss their work.

The aim of teaching mathematics is to enable the children to think for themselves. This is achieved by providing opportunities for the exploration of order, pattern and relationships, which form the basis of mathematics. We hope that mathematics learnt this way will give the children the fullest ability to apply their knowledge to the world outside school.

Science and technology

Children are taught to discriminate, classify, recognise and select information from a variety of sources. They are encouraged to ask relevant questions, to propose alternative hypotheses and to help design ways of testing them. Above all they are encouraged to observe and select from what they have noted.

The children record and communicate their findings in a variety of ways such as graphs, written work, oral explanations, drawings etc. and these are frequently produced on computer print-outs. Older pupils are taught to devise tests and to perform experiments and then to repeat these tests in order to ensure consistency.

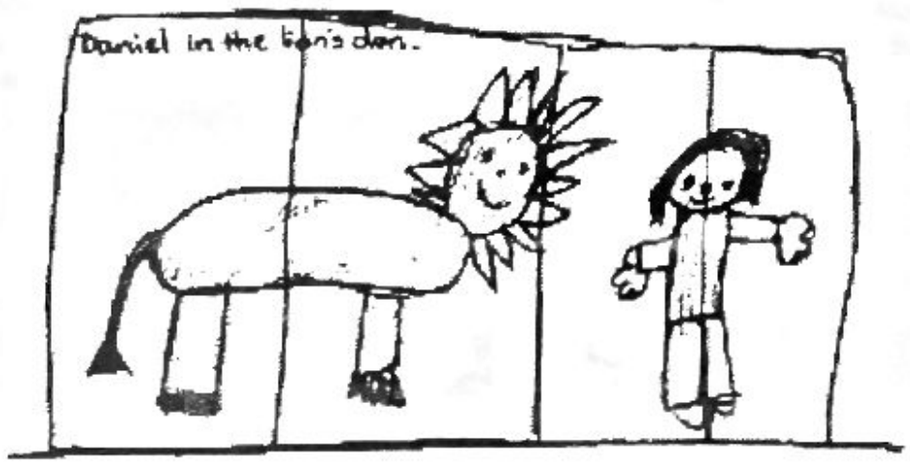
There is an Information Technology (I.T.) component to each area of the curriculum. A topic approach is used as the basis for most Science and Technology work. Both play a key role in the National Curriculum and the school's policies reflect this document.

Religious Education

As was pointed out in the introduction, the origins of the School began with the work of the Church in Wapping. Saint Peter's School is a Christian school, but we are grateful for the insights of other religions.

There is a daily assembly at which there is an act of worship, and the priests from the Parish teach the whole school at over half of these. The primary aim here is to encourage the children in the love of God and an awareness of Him in the world around us, to teach the children how to pray and to develop a personal relationship with God appropriate to each stage of the child's development..

As a Church School the children attend Mass in the parish Church every week and emphasis is placed on their participating in the worship to the fullest possible degree.



An Agreed Syllabus is used but in the classroom the main aim is to develop each child's spiritual insights, accomodating children of other faiths. This is normally done by the class teacher who has the opportunity for a close, personal relationship with each child. At this level, therefore, the approach is to answer children's questions about God. Within the National Curriculum we seek to promote Christian standards of love of God and each other, and our responsibility to God and each other. This includes an awareness of the many gifts He gives each one of us in ourselves, in our relationships with one another and in our world, His Creation.

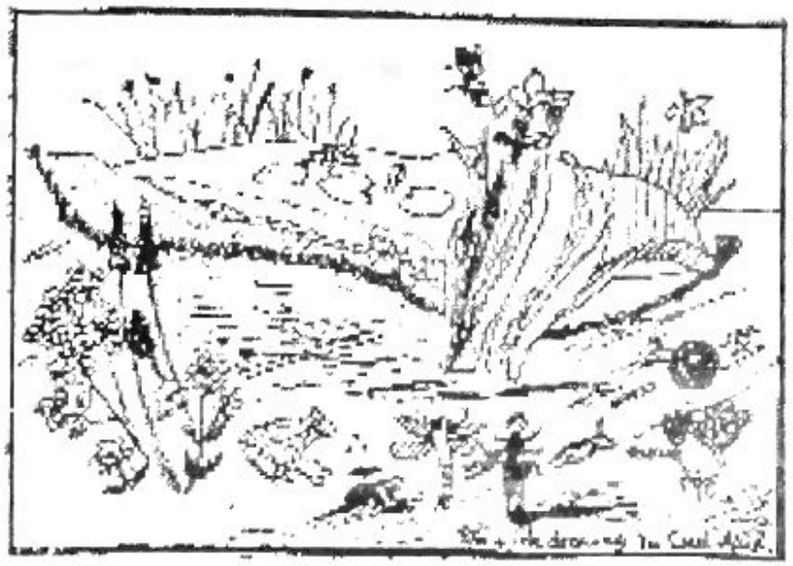
Aesthetic Skills

We encourage the children to observe carefully and to record what they see in a variety of different media. Thoughtful and accurate observation can often be the starting point for enquiry and learning.

During their time in school, children will be introduced to a variety of creative activities: drawing, painting, modelling, needlecraft etc, and taught to handle materials with care and precision.

There is a new policy for the visual arts which will commence in September 1993. This incorporates schemes of work laid down by the National Curriculum and includes a greater range of techniques and skills. Display is recognised as an important part of valuing children's work and a high standard is expected both in classrooms and communal areas of the school.

In addition to curriculum music which follows N.C. guidelines, there is a recorder club for years 2 to 6. Children with special aptitude are encouraged to join a string project run by peripatetic teachers, and learn to play the 'cello. In September 1993 this will be extended to include general musicianship for junior-aged children. To ensure that this scheme is financially viable the school is linked in the project with Saint Paul's (Wellclose Square) School.



Environmental/Historical/Geographical Education

The children use the immediate and rich environment a great deal in their school life. Later, they extend this to the surrounding area around Wapping, gradually working out into an awareness of the world in general. So a class study may include learning about their family history, an investigation of local shops and warehouses, finding out about the school's history, using local maps, and so on.

School visits

Parents are asked to sign a consent form enabling staff to take children on school trips. These are part of the curriculum, based on the school and always of educational significance. Often a school trip is starting point of a topic and therefore it is important that all children take part.

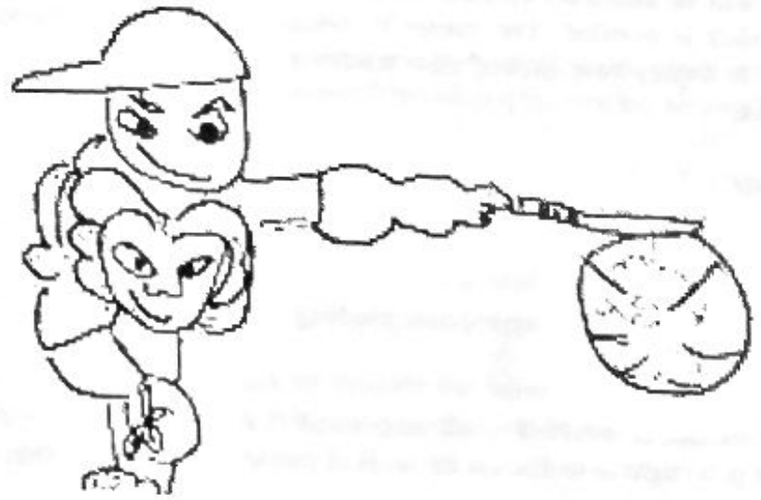
Frequently parents are asked to pay a contribution towards such a trip although money is set aside from the school's delegated budget to cover 75% of the cost. The rich local environment is free and often the starting basis for looking at the wider aspects of such investigations.

Year 6 children spend 5 days at Gorsefield Environmental Centre in Essex. This is a rich experience for most pupils and parents are urged to encourage their children to play an active role in the School Journey. Miss Eden will lead this in 1993 and any questions should be addressed to her or the Headteacher. Work produced as a result of the visit is presented to parents late in the Autumn term.

No child is ever refused a place on a trip or the school journey through lack of finance. Should any parent find difficulty in making a contribution, please consult the Headteacher as soon as possible. This will, of course, be treated in strictest confidence.

Physical Education

All children take part in activities which develop physical skills and agility. These include gymnastics, a variety of games and swimming. We use Saint George's Swimming Pool and have a trained instructor. This is a compulsory part of the curriculum.



Health Education

We believe it is important for children to learn how their body works, and how to remain fit and healthy. Children are taught to take care of their bodies and about strategies which promote good health.

In the infant department there is no formal sex education - teachers use 'growth' as a starting point and answer questions sensitively and appropriately as the need arises. The school provides sex education, as laid down by the Education Act, for junior aged children. This is led by the head-teacher working with the class reacher and school nurse. Specific topics are taught in single-sex groups and then in the context of the family in a loving, lasting relationship.

General Policies

Special-needs policy

Special needs children are seen as being those children with specific needs which have to be met in order to provide equal opportunities above the normal planning of the class teacher. These may be children who are 'gifted', or those with specific learning, social or medical needs.

The procedure is as follows:

1. Children will be identified by class teacher or headteacher - if by class teacher then the headteacher is notified. The matter is discussed with those concerned, namely, headteacher or deputy headteacher, class teacher and the teacher with responsibility for special needs.

The following action then takes place:

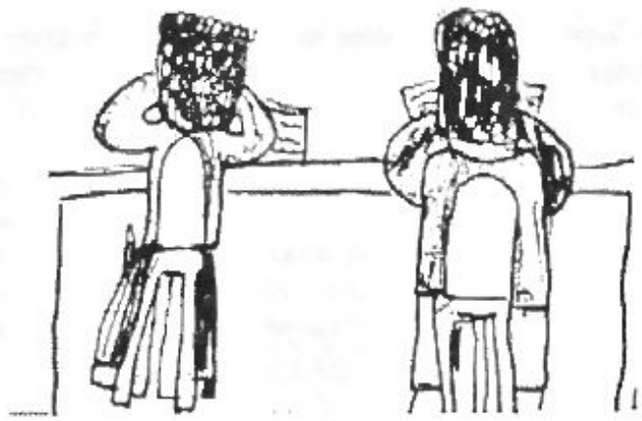
2. Parents are notified if further action is needed and their advice and wishes noted.

3. The child is monitored and appropriate teaching strategies are employed. Records are kept.

4. The headteacher is involved at all stages and if thought necessary an educational psychologist is brought in to discuss the level of assessment and provision needed.

5. If a full assessment is necessary, the procedure set down by L.B.T.H. authority is followed.

Parents are kept informed at all stages and where possible they are involved in working together with the school to provide an appropriate education for the child concerned.



Behaviour policy

The aim of the School is to provide education in a Christian context for children of the Parish. Education is seen as being concerned with excellence in learning and for the spiritual and social growth of children, developing the individual potential of each child to the fullest. When this is hindered in any way by disruptive behaviour then it is a matter of concern for all members of staff.
The behaviour policy is worked out and agreed by all members of the teaching staff, and is as follows:

1. We hold that a real and lasting discipline is that of self-discipline. A positive attitude should be created towards good behaviour.

2. To ensure that both teaching and non-teaching staff have equal and positive expectations of a high standard of behaviour from all pupils, treating all pupils alike in a firm but fair manner.

3. Children should be taught the habit of good discipline, courtesy and consideration for others. Opportunities should be looked for to give children responsibility and use initiative. In this manner it is hoped that children will learn self-confidence, concern for others and genuine self-discipline.

4. Any behaviour which shows lack of thought for other people is unacceptable and should be dealt with immediately by the class teacher and by the deputy or headteacher if the matter is very serious.

5. The **School Rules** are few but it is essential that they are kept, and are as follows:

a. Money. To prevent unnecessary loss and consequent upset, children should not bring money to school unless requested for outings, fares or other special reasons. Money must then be given to the class teacher.

b. Jewellery. The wearing of jewellery is forbidden. If children have pierced ears only studs may be worn.

c. Sweets. To promote good eating habits, sweets should not be brought into school other than on birthdays.

d. Toys or games should not be brought into school from home unless by special arrangement with the class teacher.

School uniform

Children should wear clothes which are comfortable and appropriate to the activities which they are pursuing. The school uniform consists of a red pullover/cardigan, dark trousers/skirt and a white shirt/blouse. Sweatshirts bearing the school's name and logo are available from the school.

Anti-racist statement

It is intended that this is not seen in isolation, but is implicit in all areas of the curriculum.
We believe that part of our commitment in providing education is to give all children an equal opportunity to learn and develop. Racism is rooted in the belief of superiority of one race over another and therefore denies such equality. ***We are therefore opposed to any kind of racism in order to give every child the right to be treated equally.***

We are committed to the following:

1. Encouragement of all children to value each others' language and culture, and to welcome cultural diversity.
2. Provision of opportunities for children to work together to promote better understanding of individual experiences and interests.
3. To ensure that all childrens' names are spelt, pronounced and used correctly.
4. To give status to all languages and promote bi-lingualism in the home.
5. Promotion of a multi-cultural curriculum to develop each child's interest and experience (good primary practice).
6. Development of materials and resources which promote all races in a positive way; disclaiming mis-information about minority groups and avoid stereotyping.
7. Ensuring that all teachers have equal and positive expectations of all children and value individual achievement.
8. Trying to promote anti-racism amongst parents and the wider community.
9. Actively discouraging any form of racist behaviour. This may be: name-calling, racist jokes or physical abuse. In such cases the following proceedure will be adopted.

   i. The incident to be dealt with as soon as possible by the member of staff present. The class teacher should then be informed and the matter talked through with all the children involved.
   ii. If a child shows persistent racist behaviour it should be recorded and the headteacher informed. Such behaviour should be seen as serious, and an interview with the parent made a priority.

N.B. Racist remarks by adults will be dealt with positively by the headteacher who will take the appropriate action where necessary.

Equal opportunities

The school subscribes to the policy of Tower Hamlets Education Authority.

Attendance

The attendance rate for 1993/4 (Spring term) was as follows:

S. Peter's	attendance 95.1%	unauthorised absence 0.6%
LBTH average	attendance 89.1%	unauthorised absence 3.2%

Links with parents

We believe that a child's education should be the responsibility of a joint partnership between parents and teachers. We aim to establish good relations between home and school. You are welcome to visit your child's teacher at the end of the day, and if you want to discuss an important matter please see the headteacher. (It would be appreciated if you could arrange to visit the school between 10.00 am - 11.00 am, or telephone to make an appointment at other times.)

Parents and Friends Association

All parents with children in the school are automatically members of the Parents and Friends Association. This promotes social and fund-raising activities among parents to the benefit of the children's education. Details of events are regularly circulated and we hope for a good support on which we rely heavily for extra items not available from the school budget. A Committee is elected at an Annual General Meeting each year. People who are interested in the school but who do not have children attending may also belong to this association.

Other contacts

The school nurse keeps a regular check on the children's health and the school dentist visits once a year and advises parents if dental treatment is necessary.

The school doctor visits the school several times each term and you may arrange with the headteacher to consult her/him at the school medical.

Police: The children take part in activities, such as competitions, arranged by the Metropolitan Police. There is a local community officer appointed to the school who talks to the children on keeping safe (including road, water and personal safety).

Fire Brigade: There is a firefighter appointed to schools who visits to discuss the work of the fire brigade in fire prevention and fire safety.

Saint John's Ambulance produces advice for all members of staff on immediate first-aid and runs courses for them in the school.